DOCUMENT RESUME

ED 228 222 SP 022 105

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TITLE A Model for School District Staff Development.
PUB DATE 83
NOTE 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Responsibility; Decision Making; Educational Objectives; Goal Orientation; *Inservice Teacher Education; *Needs Assessment; *Program Development; Program Evaluation; *Program Implementation; *School Districts; *Staff Development

ABSTRACT

This staff development model offers discussions on sequential steps in planning and implementing an effective program of professional improvement. These steps are identified as:(1) philosophy of staff development; (2) purposes and methods of conducting a needs assessment; (3) process of determining goals identified in the needs assessment effort; (4) alternative ways to achieve identified goals in developing action plans; (5) methods of implementing action plans; and (6) evaluating the processes and outcomes of action plans which have been implemented. An outline is provided of the governance plan for the Peoria Staff Development Program, and samples are included of the needs assessment inventory and the evaluation form used in developing the program. (JD)

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A Model for School District Staff Development

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Presented at the
1983 ATE
Annual Conference
Orlando, Florida

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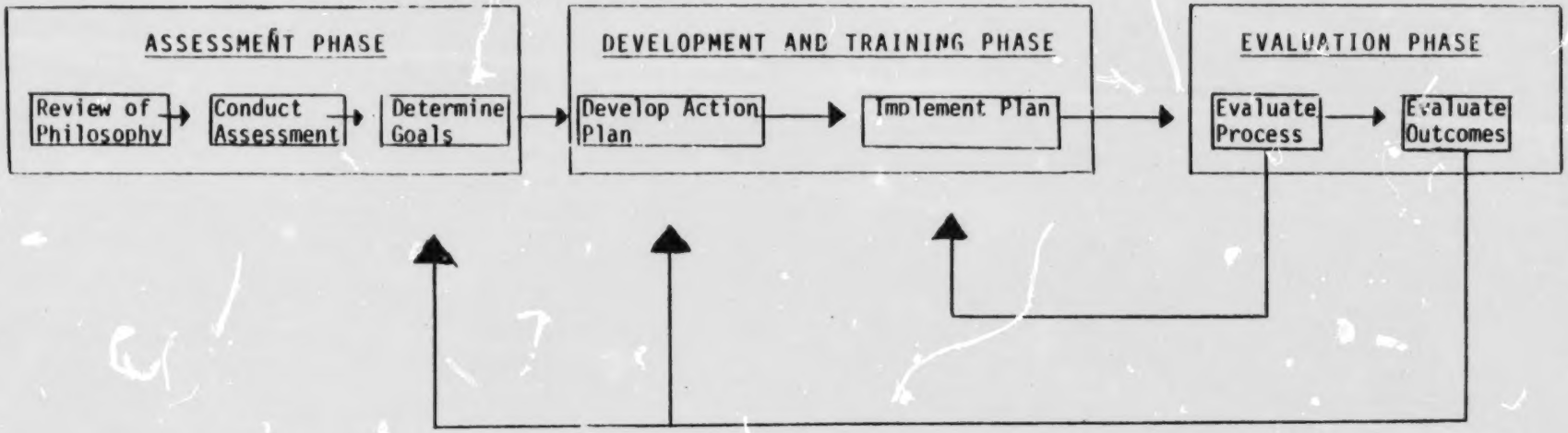
PEORIA MODEL FOR STAFF DEVELOPMENT



ASSESSMENT PHASE

Philosophy of Staff Development

The need for staff development is based on several assumptions including:

(1) Changes in society require continuous growth among educators.
(2) Public aspirations for a higher quality of life for children place many new demands on the school staff.
(3) The increasing age of the professional staff requires additional germane preparation.
(4) Student achievement is increased through effective staff development.

The goal of staff development is to promote improved educational opportunities for students through continuous professional development of all staff members. Staff development programs should be based upon staff and student needs as identified through a collaborative effort. Professional growth is the responsibility of the individual staff member; however, the district will promote and support programs which provide the opportunity and encouragement for such growth.

The effective staff development program provides for participant choice from a variety of activities, for activities which are relevant to needs and for participant involvement in planning, implementing, and evaluating the program. Many people have the ability to contribute to a staff development program. Greater success can be expected through people working together.

Conduct Assessment

Definition

A needs assessment is an attempt to determine the differential between what is and what should be concerning the needs of children and staff as evidenced by various available data. It is an identification of those needs which, if responded to, would result in improved performance. Assessed areas may include variables associated with people (students, teachers, administrators, parents and community), curricular programs, and organizational structure.

The needs assessment may be related to the total district, a single school, or a single classroom. It is a series of activities leading to greater understanding of current conditions, an analysis of needs, and the determination of goals and objectives.

Purposes

A needs assessment should provide accurate information for making decisions. It should utilize a variety of assessment methods in gathering the necessary data. It should assess what is thought to be important; how well students are acquiring the proposed skills, knowledge, and attitudes; a current appraisal of what is being done well, what needs improvement, what should be added or omitted; and set priorities for the staff development program. The needs assessment may collect data on which to judge how well a program is progressing, program changes that may be needed, and identify individual students who are not achieving to their potential. The needs assessment should also lead to more effective collaboration among professional educators, students, and the community.

Methods

Some items to be considered include: (1) use various methods, (2) focus on real needs of both students and the professional staff, (3) share with respondents how the data will be used, (4) give feedback on results to respondents, (5) develop clear lines of communication and responsibility, and (6) make sure some action is taken in response to the needs assessment.

Some of the methods of needs assessment that could be utilized include: observation, survey, questionnaire, interview, analyze existing documents, small group sessions, outside consultants, and self-assessment.

Determine Goals

The process of determining goals should be done within a specific framework such as the expectations of the district for students and staff. Goals may be district-wide, school-wide, individual, content areas or other groupings. Teachers and other staff personnel must be involved in the development and selection of goals which affect them. This involvement will help insure that the goals will be realistic and important to that person or group and thus accepted.

The goals will be determined as a result of the needs assessment process. Identified needs must be prioritized to decide which ones will be addressed through the action plan. It must also be determined that adequate resources are available or can be attained to achieve each goal. Each goal statement should include an adequate description of the desired outcomes. It should also be designed to increase both competence and morale of the participants.

DEVELOPMENT AND TRAINING PHASE

The second phase of the model is to develop and implement a program to achieve the selected goals.

Develop Action Plan

Program developers should identify alternative ways to achieve the goal(s). Alternative solutions may be created, devised from research, and/or adopted from other staff development programs. A choice to be implemented is then made from the alternative solutions. Some of the variables which must be considered in this step are:

(1) The content or <u>what</u> is to be learned.
(2) The availability of resources and facilities.
(3) Anticipating possible barriers.
(4) Program costs.
(5) The type of activity or <u>how</u> content is to be learned.
(6) Setting of timelines and target dates.
(7) Assignment of responsibilities and duties.

Implement the Plan

The implementation is the actual carrying out of the action plan. The plan may be for the entire district, one school site, an individual teacher or other groupings.

Some variables to be considered in this step are:

(1) Provide sufficient staff and/or other resources to assure effectiveness.
(2) The organizational structure should be flexible.
(3) Provide a non-threatening atmosphere.
(4) Provice motivation/incentives.
(5) The scheduling of requests.
(6) The application of learning.

EVALUATION PHASE

The final phase of the Peoria model for staff development is the evaluation of the plan that was implemented. Evaluation of staff development activities can help determine the effectiveness of the program in terms of participant learning and improvement of the quality of schooling for students. Evaluation should be both process and outcome.

Process evaluation is concerned with the implementation strategies and gives feedback on its success or possible need for adaptation or change. Process evaluation may include assessment of:

(1) The content of the staff development activity by the participants at the conclusion of the activity.
(2) The presenter of the activity by the participants at the conclusion of the activity.

Outcome evaluation is concerned with the consequences of the implementation plan and gives feedback which can lead to the development of a new or altered plan of action or the choosing of a new goal to address in the future. Outcome evaluation may include assessment of:

(1) The learning of the participants by the presenter at the conclusion of the activity.
(2) The retention of the participants' learning by self, peers or students a minimum of two months after the staff development activity.
(3) The change in student behavior by the participant, peers or students.

Evaluation attempts to judge whether "what is" is closer to "what should be" in terms of programatic goals. Thus, there must be a clear understanding of expected outcomes. It is important to set reasonable outcomes and to realize that changes in student behavior as a result of staff development are difficult to measure and usually will not be immediate.

The evaluation phase must be time and cost effective. It must be organized, administered, and periodically evaluated by the staff development coordinator and/or the staff development policy committee.

GOVERNANCE PLAN FOR PEORIA STAFF DEVELOPMENT PROGRAM

I. District Staff Development Council

A. Membership

1. One representative from each school (11 people in 1981-82 with at least six being certified teachers)

2. Staff development coordinator

3. Assistant Superintendent for curriculum and instruction

4. Two parents/community members

5. One university representative

B. Terms of office and selection procedure

1. School representatives will be selected by the Building Staff Development Committees

2. The individuals in the positions of staff development coordinator and assistant superintendent for curriculum and instruction will automatically serve on the council.

3. Parent/community members will be chosen by their constituents.

4. The university representative will be a staff member of the ASU College of Education appointed by the Dean.

5. A council chairperson and a recorder will be chosen by the council members.

6. Terms of office will be staggered for the initial appointment with one-half selected for one year and one-half for two years. Thereafter, each will be appointed for two years.

C. Responsibilities

1. Develop and recommend policy on staff development to the superintendent.

2. Recommend funding for the staff development program.

3. Conduct needs assessment.

4. Determine major goals of staff development

5. Approve staff development plans initiated by school or other groups and individuals.

6. Organize and administer the evaluation phase.

7. Disseminate information.

II. Building (School-site) Staff Development Committee

A. Membership

1. One administrator

2. Three certified teachers (for elementary schools, one each for grades K-3, 4-6, 7-8)

3. One special certified

4. One classified

5. One community

6. One student (for high school only)

B. Terms of Office and selection procedure

1. Members will be chosen by their constituents

2. Terms of office will be staggered for the initial appointment with approximately one-half for one year, and one-half for two years. Thereafter, each will be appointed for two years.

3. A committee chairperson and a recorder will be chosen by the committee members.

4. The committee will choose the school representative to the district council from their membership (Building committees will need to cooperate to insure the required 50% or more of this group being certified teachers).

C. Responsibilities

1. Maintain communications with the district council for staff development.

2. Give input to the council, through the school representative, on school level and district wide needs relating to staff development and overall school program.

3. Using the goals identified by the district council, select a specific goal or goals and develop desired outcomes (objectives).

4. Develop a plan of action to reach the desired outcomes for each selected goal OR
Establish a task force to develop the plan of action for each goal.

5. Secure approval from the council of plan(s) of action.

6. Implement the plan of action or give aid as needed to the task force in implementing the plan.

7. Cooperate with the counicl, and the task force if utilized, in evaluation of the process and outcomes of the plan.

8. Provide assistance to group and individuals at the building level.

STAFF DEVELOPMENT INVENTORY

The Peoria Staff Development Council requests your input on the following information and inventory. The data will be utilized to plan limited staff development activities this spring and in planning for 1982-83 staff development activities.

Norman Wilson, Assistant Superintendent
Staff Development Council Member

SCHOOL: _____

GRADE WHICH BEST REPRESENTS THE MAJORITY OF YOUR STUDENTS:

___ K	___ 4	___ 8	___ 12
___ 1	___ 5	___ 9	
___ 2	___ 6	___ 10	
___ 3	___ 7	___ 11	

TITLE WHICH BEST DESCRIBES YOUR CURRENT POSITION:

___ Elementary Teacher
___ High School Teacher
___ Elementary Librarian
___ High School Librarian
___ Elementary Counselor
___ High School Counselor
___ Elementary Principal
___ High School Principal
___ Central Office Staff

SUBJECT AREA WHICH BEST DESCRIBES YOUR MAJOR TEACHING RESPONSIBILITY:

___ All subjects - Elem.
___ Language Arts
___ Reading
___ Math
___ Science
___ Social Studies
___ Physical Education
___ Special Education
___ Foreign Languages
___ Art
___ Music
___ Vocational Areas
___ Other

DIRECTIONS FOR COMPLETING STAFF DEVELOPMENT INVENTORY

BELOW ARE LISTED A VARIETY OF STAFF DEVELOPMENT TOPICS. FOR EACH TOPIC:

1. CIRCLE THE NUMBER IN THE LEFT COLUMN WHICH BEST INDICATES YOUR KNOWLEDGE OF THE TOPIC.
2. CIRCLE THE NUMBER IN THE RIGHT COLUMN WHICH BEST INDICATES THE DEGREE OF IMPORTANCE THE TOPIC IS TO YOU AS A STAFF DEVELOPMENT NEED

KNOWLEDGE LO			HIGH		NEED LO			HIGH
1	2	3	4	FIRST AID TRAINING	1	2	3	4
1	2	3	4	TRAINING IN CARDIO PULMONARY RESUSITATION (CPR)	1	2	3	4
1	2	3	4	CONDUCTING PARENT-TEACHER CONFERENCES	1	2	3	4
1	2	3	4	LEGAL RESPONSIBILITIES OF THE CLASSROOM TEACHER	1	2	3	4
1	2	3	4	DEALING WITH DRUGS	1	2	3	4
1	2	3	4	TECHNIQUES FOR MOTIVATING STUDENTS	1	2	3	4
1	2	3	4	TEACHER STRESS	1	2	3	4
1	2	3	4	TEACHING ENGLISH AS A SECOND LANGUAGE	1	2	3	4
1	2	3	4	STRATEGIES FOR CLASSROOM DISCIPLINE/MANAGEMENT	1	2	3	4
1	2	3	4	ASSERTIVE DISCIPLINE	1	2	3	4
1	2	3	4	USING COMPUTERS AS AN INSTRUCTIONAL TOOL	1	2	3	4

PLEASE GO TO THE NEXT PAGE

(Adapted from an instrument by the Western Kentucky Professional Development Center Network.)

KNOWLEDGE LO			HIGH		NEED LO			HIGH
1	2	3	4	UTILIZING GAMES IN THE CONTENT AREAS	1	2	3	4
1	2	3	4	DEVELOPING LEARNING CENTERS	1	2	3	4
1	2	3	4	UTILIZING A-V EQUIPMENT	1	2	3	4
1	2	3	4	TECHNIQUES OF MAKING CLASSROOM MATERIALS	1	2	3	4
1	2	3	4	METHODS OF TEACHING THE EXCEPTIONAL STUDENT	1	2	3	4
1	2	3	4	INDIVIDUALIZING INSTRUCTION	1	2	3	4
1	2	3	4	MANAGING CLASSROOM TIME MORE EFFICIENTLY	1	2	3	4
1	2	3	4	UTILIZING TEST RESULTS	1	2	3	4
1	2	3	4	TEACHING SLOW LEARNERS	1	2	3	4
1	2	3	4	ART EDUCATION	1	2	3	4
1	2	3	4	MUSIC EDUCATION	1	2	3	4
1	2	3	4	USING CURRENT EVENTS IN SOCIAL STUDIES	1	2	3	4
1	2	3	4	CONSUMER EDUCATION	1	2	3	4
1	2	3	4	ENVIRONMENTAL/OUTDOOR EDUCATION	1	2	3	4
1	2	3	4	ORGANIZING SCIENCE PROJECTS	1	2	3	4
1	2	3	4	NEW METHODS IN TEACHING SPECIAL EDUCATION STUDENTS	1	2	3	4
1	2	3	4	DEVELOPING INDIVIDUAL EDUCATIONAL PLANS	1	2	3	4
1	2	3	4	NON VERBAL COMMUNICATION	1	2	3	4
1	2	3	4	TEACHING STYLES/LEARNING STYLES	1	2	3	4
1	2	3	4	CAREER EDUCATION	1	2	3	4
1	2	3	4	SELF-CONCEPT ACTIVITIES FOR STUDENTS	1	2	3	4
1	2	3	4	INNOVATIVE TECHNIQUES FOR TEACHING BASIC MATH SKILLS	1	2	3	4
1	2	3	4	NUTRITION IN THE CLASSROOM	1	2	3	4
1	2	3	4	CITIZENSHIP EDUCATION	1	2	3	4
1	2	3	4	ENERGY EDUCATION	1	2	3	4
1	2	3	4	UTILIZATION OF TELEVISION IN THE CLASSROOM	1	2	3	4
1	2	3	4	SCHOOL-COMMUNITY RELATIONS	1	2	3	4
1	2	3	4	MULTICULTURAL EDUCATION	1	2	3	4
1	2	3	4	IMPROVING THE USE OF THE LIBRARY	1	2	3	4
1	2	3	4	UTILIZING LOCAL RESOURCES	1	2	3	4
1	2	3	4	USING PARENTS, AIDS, AND VOLUNTEERS	1	2	3	4
1	2	3	4	TEACHER SELF-EVALUATION	1	2	3	4
1	2	3	4	TEACHING REASONING	1	2	3	4
1	2	3	4	SCHOOL SAFETY PROGRAM	1	2	3	4
1	2	3	4	PHYSICAL FITNESS AS AN EMPHASIS	1	2	3	4
1	2	3	4	INNOVATIVE TECHNIQUES FOR TEACHING SPELLING	1	2	3	4
1	2	3	4	INSTRUCTIONAL CLARITY	1	2	3	4
1	2	3	4	TEACHER USE OF STUDENT IDEAS	1	2	3	4
1	2	3	4	TEACHER ENTHUSIASM	1	2	3	4
1	2	3	4	MATHEMATICAL COMPUTATIONS AND REASONING	1	2	3	4
1	2	3	4	TEACHING BASIC SKILLS OF WRITING	1	2	3	4
1	2	3	4	INNOVATIVE TECHNIQUES IN TEACHING GRAMMAR	1	2	3	4
1	2	3	4	READING READINESS TECHNIQUES	1	2	3	4
1	2	3	4	DIAGNOSTIC/PRESCRIPTIVE TECHNIQUES IN READING	1	2	3	4
1	2	3	4	COMPREHENSION SKILLS IN READING	1	2	3	4
1	2	3	4	NEW APPROACHES IN TEACHING READING	1	2	3	4
1	2	3	4	TEACHING METRICS	1	2	3	4
1	2	3	4	EARLY CHILDHOOD DEVELOPMENT	1	2	3	4
1	2	3	4	SPONSORING SCHOOL CLUBS AND ORGANIZATIONS	1	2	3	4
1	2	3	4	TEACHING READING IN CONTENT AREAS	1	2	3	4
1	2	3	4	CREATIVE WRITING	1	2	3	4
1	2	3	4	TEACHING WRITING IN CONTENT AREAS	1	2	3	4
1	2	3	4	SEQUENTIAL DEVELOPMENT OF CURRICULUM	1	2	3	4
1	2	3	4	HIGHER LEVEL QUESTIONING	1	2	3	4
1	2	3	4	Other	1	2	3	4
1	2	3	4	Other	1	2	3	4

Peoria Unified School District

STAFF DEVELOPMENT EVALUATION

SCHOOL: _____

SUBJECT AREA WHICH BEST DESCRIBES YOUR MAJOR TEACHING RESPONSIBILITY:

___ All subjects - Elementary
___ Language Arts
___ Reading
___ Math
___ Science
___ Physical Education
___ Foreign Language
___ Art
___ Music
___ Vocational Areas
___ Social Sciences
___ Special Education
___ Other

GRADE WHICH BEST REPRESENTS THE MAJORITY OF YOUR STUDENTS:

___ K	___ 4	___ 8	___ 12
___ 1	___ 5	___ 9	
___ 2	___ 6	___ 10	
___ 3	___ 7	___ 11	

TITLE WHICH BEST DESCRIBES YOUR CURRENT POSITION:

___ Elementary Teacher
___ High School Teacher
___ Elementary Librarian
___ High School Librarian
___ Elementary Counselor
___ High School Counselor
___ Elementary Nurse
___ High School Nurse
___ Elementary Principal
___ High School Principal
___ Central Office Staff

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This workshop:	Lo			Hi
* was appropriate for the grade/discipline I am teaching	1	2	3	4
* provided me with information useful for classroom instruction	1	2	3	4
* provided me with techniques that can be adapted to my classroom teaching	1	2	3	4
My rating of the workshop leader(s)	1	2	3	4
The presentation was informative	1	2	3	4
The presentation was motivating	1	2	3	4
The presentation was organized	1	2	3	4

Comments:

_____

_____

_____

What topics would you like on the next staff development activity?

_____ _____

****

WORKSHOP TOPIC _____

WORKSHOP LEADER(S) _____

TECHNIQUE(S) USED IN THIS WORKSHOP: Lecture ___, Small Group ___, Hands-on experience ___, A-V aids ___, Roleplaying ___, Simulation/Gaming ___, Other ___ (Identify)

DATE _____